DOCUMENT RESUME

ED 385 634 UD 030 524

TITLE	Celebrating Our Nation's Diversity. A Teaching Supplement for Grades K-12.
INSTITUTION	Bureau of the Census (DOC), Washington, D.C. Data User Services Div.
REPORT NO	CBEP-95-01
PUB DATE	95
NOTE	35p.
AVAILABLE FROM	Customer Service Branch, Data User Services Division, Bureau of Census, Washington, DC 20233.
PUB TYPE	Guides - Classroom Use - Teaching Guides (For Teacher) (052)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	Census Figures; Cultural Awareness; *Cultural Pluralism; Definitions; Demography; *Elementary School Curriculum; Elementary Secondary Education; Ethnic Groups; Lesson Plans; *Multicultural Education; *Secondary School Curriculum; Teaching Methods

ABSTRACT

This teaching supplement is designed to help teachers teach their students about diversity in the United States. Ideas about diversity are reinforced with statistical data from the 1990 Census. Unit 1 provides six consecutive lessons for elementary school. These focus on the diversity of the United States and recognizing that diversity exists within the students' own classroom. Unit 2 consists of five independent lessons for junior high school and high school students: (1) Census Jeopardy; (2) Mapping Our Diversity; (3) The Geography of Ancestry; (4) What's the Scoop? and (5) Conducting a Diversity Census. The units are supplemented by: (1) an overview of demographic concepts about diversity; (2) vocabulary "toolboxes" and definitions; (3) data tables on "Race and Hispanic Origin" and "Ancestry and Foreign-Born Population"; (4) four U.S. race and ethnic maps; and (5) five census content bulletins that describe information on diversity from the 1990 Census. (SLD)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

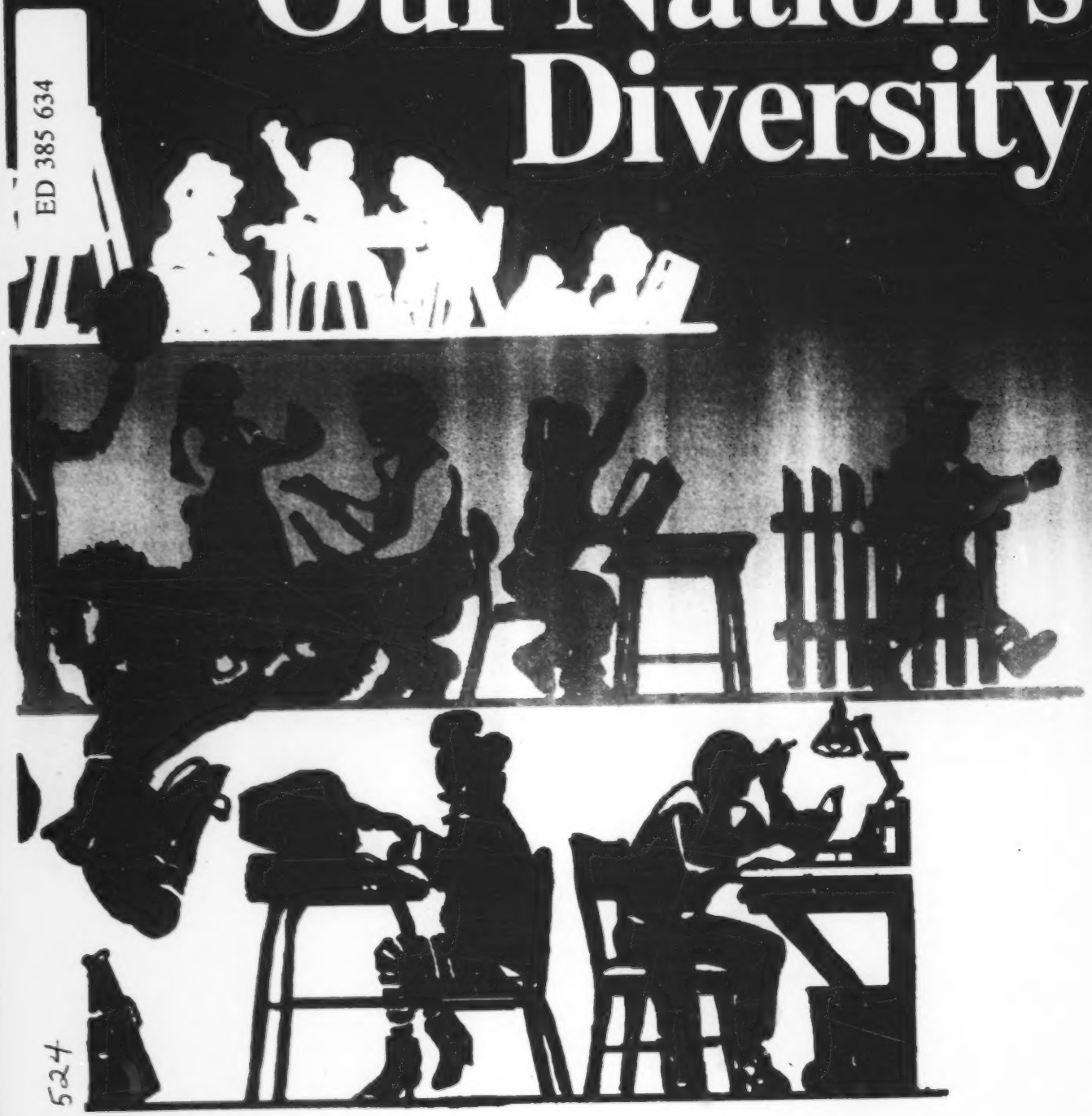
☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

UD

Celebrating Our Nation's Diversity

ED 385 634



UD030 524

A Teaching Supplement for Grades K-12

BEST COPY AVAILABLE

CBEP/95-01
(Reprint)

Want to Know More?

Call:

Census Bureau Education Program	301-457-1210
Population Statistics	301-457-2422
Census Questionnaire Content Bulletins	301-457-4008
Statistical Compendia Products	301-457-1171
General Information	301-457-4100

Write:

Census Bureau Education Program
Data User Services Division
Bureau of the Census
Washington, DC 20233

Dear Educator

You and your students have an active role to play in celebrating our Nation's diversity. Our society is facing changes in its demographic composition. In the work force, within civic organizations, and in our schools we are acknowledging these changes and seeking to understand our racial, ethnic, and ancestral backgrounds. We designed this teaching supplement, ***Celebrating Our Nation's Diversity****, to help you teach your students about our country's diversity. This teaching tool reinforces these ideas with statistical information, gathered from the 1990 Census of Population and Housing. Also, we have tried to use objectives that fit into the national education goals, which call for students to work with real world data. For example, the National Council of Teachers of Mathematics Standards of Curriculum and Evaluation (NCTM) were used throughout this teaching supplement.*

Celebrating Our Nation's Diversity *contains resources that we believe can be used in your classroom. This teaching supplement contains two teaching units: Unit 1 is for elementary school and consists of six consecutive lessons. Unit 2 was designed for junior and senior high school students and consists of five independent lessons. It is our hope that you will use a combination of all of the lessons as you adapt them to your classroom.*

As complements to these units, we have provided the following.

- ***Our Diverse Nation*** *— an overview of demographic concepts about diversity*
- *Vocabulary toolboxes filled with key definitions*
- *Data tables, Table 1.* ***Race and Hispanic Origin*** *and Table 2.* ***Ancestry and Foreign-Born Population***
- *Four U.S. race and ethnic maps*
- *Five Census Questionnaire Content Bulletins (CQC's) that describe information on diversity from the 1990 census*

It is also our hope that these data sets will give you a glimpse of the products available from the Census Bureau. If you want to go further with your students, we have created a ***Guide to Additional Census Bureau Resources****, ordering forms, and have provided a list of key phone numbers and an address for obtaining more information.*

We hope that ***Celebrating Our Nation's Diversity*** *helps you and your students explore and learn more about our Nation.*

Dorothy Jackson

Dorothy Jackson
Census Bureau Education Program

Les Solomon

Les Solomon
Census Bureau History Staff

Celebrating Our Nation's Diversity

Table of Contents

Our Diverse Nation 1

Diversity Vocabulary Toolbox (Elementary Edition) 1

Diversity Vocabulary Toolbox (Junior/Senior High Edition) 2

Census Vocabulary Toolbox 3

Unit 1: Celebrating Our Nation's Diversity (Elementary Edition) 3

Unit 2: Celebrating Our Nation's Diversity (Junior/Senior High Edition) 9

Table 1: Race and Hispanic Origin 16

Table 2: Ancestry and Foreign-Born Population 17

U.S. Race and Ethnic Maps 18-21

Guide to Additional Census Bureau Resources 22

Order Forms 24

Our Diverse Nation

Diversity is defined in the dictionary as "the condition of being different." The concept of diversity is often associated with ideas about race, referring to inherited physical traits, and ethnicity which can refer to both physical and cultural characteristics. Throughout our history, the situations in which racial and ethnic groups come together in one place have been described in metaphors, such as "melting pot," "salad bowl," "mosaic," "symphony," "rainbow," and "kaleidoscope."

Diversity Vocabulary Toolbox

(Elementary Edition)

Ancestry: All of us have ancestors such as grandparents and great grandparents. Usually, their birthplace becomes our ancestry. Many of them were born outside of the United States in countries such as England, Viet Nam, and Mexico. Some ancestors came from countries that do not even exist today. Some ancestors have always lived in this country, such as American Indians and Eskimos. See Census Questionnaire Content bulletin (CQC)-14, *Ancestry*, for more information.

Diversity: Variety. Many people use this term when they talk about differences among people. People are similar in many ways. People are also different in some ways. Race, ethnic group, ancestry, and place of birth are examples of these differences.

Foreign Born: Persons born outside of the United States, who presently live in the United States. (See CQC-12, *Place of Birth, Citizenship, and Year of Entry*, for additional information.)

Hispanic Origin: Many people identify with a grouping that is different from race. For instance, many who come from Central America, South America, and Spain say they are of Hispanic origin. Most persons of Hispanic origin are either of Mexican, Puerto Rican, or Cuban origin or descent. Persons of Hispanic origin may be of any race. (See CQC-7, *Hispanic Origin*.)

Race: Most persons identify with a race group. Some of the most predominant racial groups in the United States are White, Black, American Indian, Eskimo, Aleut, Asian, and Pacific Islanders. (See CQC-4, *Race*.)

In the early twentieth century, Israel Zangwill, the Jewish immigrant and playwright, wrote that America is "God's crucible, the great melting pot."[1] He was referring to immigrants from countries in Eastern Europe living and working together in the United States. The melting pot metaphor came out of the idea that customs and traditions of people of different races and ethnicities would blend and lose their own distinctions after close contact over time. He believed this merging of cultures would be much like ingredients mixed in a pot. The resulting blend would be different from what each individual group brought together. Social observers noted that this metaphor overlooked the reality that ethnic groups continue to maintain some of their characteristics while at the same time being modified by interactions with others.

Recently other metaphors have been used. One popular comparison that came into use describes ethnicity as a salad bowl. It refers to the blending of ethnic characteristics much like salad ingredients tossed in a bowl. Salad ingredients do not change even when they are mixed together. It is a popular image, although it fails to acknowledge the tendency for cultural patterns to change through cultural encounters.

The mosaic is an attractive picture to envision, but observers find it too static as a description of our diverse society. A mosaic does not take into consideration that cultures are constantly changing. Two other popular comparisons, the symphony and the rainbow, allude to harmonious relationships between ethnic groups. However, perfect harmony of sounds in a symphony and colors in a rainbow are descriptions that do not recognize possible conflicts between ethnic groups.

Current observers of the ethnic scene in this country describe American ethnicity as kaleidoscopic. Imagine a kaleidoscope in motion. New possibilities emerge at every turn; endless, multifaceted, changing patterns reveal themselves from the same set of glass fragments, the shapes proving to be different at every turn. Observers note that, like a kaleidoscope, the great variety of ethnic groups throughout the country interact with each other in similar ways. This cultural kaleidoscope reveals that cultures keep changing through their interaction and yet maintain basic characteristics.

The ancestry data from the 1990 census reflect the diverse ethnic groups which have come to the United States throughout its history. Prior to the

[1] Lawrence H. Fuchs (1990). *The American Kaleidoscope: Race, Ethnicity, and the Civic Culture*. Wesleyan University Press.

BEST COPY AVAILABLE

17th century, most of the residents of this country were American Indian. Persons of German, Irish, and English origin were the first Europeans to arrive in large numbers; Hispanics settled in what was later to become the southwestern part of the United States; the immigration of new groups (Italian and Polish) reached a peak in the early part of the 20th century. Other groups, such as Portuguese, Greeks, Chinese, and Japanese have had significant, but relatively smaller, streams of immigrants settling in this country. From the early 17th century to the early 19th century, many Africans were forcibly moved to the United States, although others came as free citizens. The immigrants during the last two decades have included substantial numbers of West Indian, Arab, Latin American, and Asian persons.

The United States of today is a collection of various peoples, traditions, and cultures. Our language, sports, foods, clothing, and way of life are a reflection of various cultures of the world. Here are a few examples of English words that come from other languages: cash comes from the Tamil word, *kacu*, meaning a small copper coin; pajama comes from the Hindi word *paejama* translated loose fitting trousers; typhoon comes from the Cantonese words *taai* translated great and *fung* meaning wind; barbecue is derived from the Spanish word *barbacoa*, translated framework of sticks; rodeo comes from the Spanish word *rodear* which means to go around; and safari is from the Swahili word for journey.

Some of the sports we now play and watch originated in different parts of the world. Tennis came from England, golf from Scotland, and billiards from France. We learned lacrosse from the Huron Indians who called the game "bagataway."

We also enjoy food items which were introduced to this country by our immigrant ancestors and the recent foreign-born population. Some such common foods include pizza from Italy, tacos from Mexico, sauerkraut from Germany, curries from India, and egg rolls from China.

Some of the things we wear and the fabrics to make them originated in other countries. Denim, the material in blue jeans, was originally woven in the French town of Nimes [*De Nimes*]. Madras comes from India. Chinos—khaki-colored cotton pants—derives from the Spanish word for Chinese. Gingham comes from the Malay word *genggang* meaning checkered cloth. And Bermuda shorts originated in—where else—Bermuda.

Diversity Vocabulary Toolbox

(Junior/Senior High School Edition)

Ancestry: Ancestry refers to a person's ethnic origin or descent, "roots," or heritage or the place of birth of the person's parents or ancestors, usually before their arrival in the United States. Some ancestors have always lived in this country, such as American Indians and Eskimos. In the 1990 census, the question about ancestry was asked of a sample of the population. The answers were written-in and were based upon self-identification. Thus, ancestry represents a person's self-classification according to the ancestry group(s) with which that person most closely identified. (See CQC-14, *Ancestry*.)

Diversity: Variety. Differences. Many people use the term diversity when they discuss the differences in our culture resulting from our race, ethnicity, ancestry, or place of birth. Many people also consider gender to be an important part of cultural diversity.

Foreign Born: In the 1990 census, persons were asked to report the U.S. State, commonwealth or territory, or the foreign country where they were born. Persons born outside the United States are referred to in census reports as "foreign born." Respondents were to report their country of birth according to current international boundaries. However, some persons may have reported their place of birth in terms of boundaries at the time of their birth or emigration, or in accordance with their national preference. (See CQC-12, *Place of Birth, Citizenship, and Year of Entry*, for additional information.)

Hispanic Origin: Persons of Hispanic origin are those who classified themselves on the 1990 questionnaire as Mexican, Puerto Rican, or Cuban as well as those who indicated they were of Other Spanish/Hispanic origin. Origin can be viewed as the ancestry, nationality group, lineage, or country of birth of the person or the person's parents before their arrival in the United States. Persons of Hispanic origin may be of any race. (See CQC-7, *Hispanic Origin*, for more information.)

Nativity: Persons are said to be either foreign born or native. Information on nativity was based upon a person's place of birth and citizenship. (See CQC-12, *Place of Birth, Citizenship, and Year of Entry*.)

Race: Race reflects a person's identification with one of several racial groups. Some of the most predominant racial groups in the United States are White, Black, American Indian, Eskimo, Aleut, Asian, and Pacific Islander. In the census, race does not denote any clear-cut scientific definition of biological stock. Persons chose the race category with which they most closely identified. For some persons, race means both racial and national origin or socio-cultural groups. (See CQC-4, *Race*.)

Diversity has been a part of our country since its beginning. A multicultural group of people have made it what it is today. The Census Bureau has long been a source of information for understanding diversity. For example, we have collected data about race since our first census of population in 1790, place of birth since 1850, and collected language and foreign-born data off and on since 1890. In 1980, we refined the race questions and added questions on Hispanic origin and ancestry. The 1990 Census of Population and Housing also reflects changes in our country and provides information on topics of diversity.

Many of our students live in settings that are engulfed with diversity. In other places, others live in a more homogeneous setting. Most students will benefit from a greater sensitivity to diversity. The principle of harmony and acceptance should be our goal. Awareness of our diversity is just as important, therefore, in homogeneous environments as well as in heterogeneous environments.

We have prepared this teaching supplement, using data from the 1990 census, to help you view this portrait in your classroom.

Census Vocabulary Toolbox

Bureau of the Census (Census Bureau): The Census Bureau is an agency of the U.S. Government under the Department of Commerce. Many people refer to the Census Bureau as the "Factfinder for the Nation." Each week, it publishes information on the economy and the population to help businesses, universities, governmental agencies, and many others that need information about our country. It is well known for its count of the population and housing every 10 years.

Census: A census is a count, or enumeration, of every member of a group of people or things in a given area. The 1990 Census of Population and Housing took place on April 1, 1990. It counted the Nation's population and housing units and their characteristics for the primary purpose of apportionment in the House of Representatives. This census is sometimes referred to as the "Decennial Census" because it takes place every 10 years.

Census Regions: Census regions are groupings of States according to geographic areas. For statistical purposes, the Census Bureau defines four regions—Northeast, Midwest, South, and West. Often Census Bureau data are presented by regions. The State-level data tables in this Teaching Supplement are grouped by region to help students analyze regional similarities and differences.

Population: The number of people or inhabitants of an area at a given time. Also used to refer to the total set of items (people, things, etc.) being studied.

Questionnaire: A form containing questions asked about people or things (businesses, health centers, etc.) for the purpose of obtaining statistically accurate information about that universe. In the 1990 census, there were two basic questionnaires. The first, sometimes referred to as the "complete-count or short-form questionnaire," was sent to all households in the United States. The questions on race and Hispanic origin were a part of the complete-count questionnaire. The second, sometimes referred to as the "sample or long-form questionnaire," was sent to about 1 in 6 households. The questions on ancestry and place of birth were on this portion of the questionnaire.

Unit 1: Celebrating Our Nation's Diversity (Elementary Edition)

This unit contains six individual lesson plans. They were designed to teach a sequence of concepts which build on each other. The following is a list of the lesson titles.

Lesson 1: Investigating My World
Lesson 2: Creating a Tool to Measure My World
Lesson 3: Taking a Census of Our Classroom
Lesson 4: Recording the Results of the Class Census
Lesson 5: Comparing Our Class to Our State and Nation
Lesson 6: Celebrating Our Diversity

Lesson 1: Investigating My World

Objective: The students will discuss and write in their journals their thoughts, observations, and questions about diversity. Younger students can draw pictures.

Background: In subsequent lessons, students will be conducting a census of their classroom to measure its diversity. This lesson is aimed at having them discuss some of the key concepts associated with diversity and then write or draw about their current impressions, thoughts, observations, and questions before looking at statistical information on this topic. Read over *Our Diverse Nation* and the vocabulary on page 1 to become familiar with some of these key concepts. This lesson addresses the NCTM standards by requiring students to interpret the multiple uses of numbers encountered in the real world.

Materials Needed: Journal books, a globe (or map of the world), and a dictionary.

Procedures:

1. Gather the students in a semicircle and present a globe to them. Show the students where the United States is on the globe. Point out various countries in geographic relation to our own. Then have a brief discussion about the concept of country. Explain that a country is a place where people live and have things in common. Those people have their own government, laws, languages, foods, and customs or ways of doing things.

2. Move the discussion back to the United States. Have the students name some of the things we have in common with or that are different from other countries. Ask the students to name some of the foods they like to eat. Talk about some of the common foods we enjoy. Explain to the class that some of these foods originally came to us from another country. Using the globe, help the students find the countries where some of the foods originated. Have a brief discussion about those countries.

3. Expand the discussion by talking about words, games, and customs, originally from other countries, that have become a part of our way of life. Following this discussion, have the students write about these things in their journals. (See *Our Diverse Nation* on page 1 for some discussion ideas. Consult the dictionary and/or encyclopedia for other examples of customs and word origins.) Prompt students to write in their journals about different languages they have heard, different foods they have tasted, various games they have seen other children play, and customs that may be new to them.

4. Because so much of our American way of doing things is a result of practices originally from other countries, lead the class to realize that people brought many of their customs to the United States. Further discuss that many of those people were our parents, grandparents, and great grandparents. Emphasize that all of us have ancestors and each of those ancestors brought some of their own heritage with them to the United States. Further clarify that some people's ancestors have always been here. Discuss that in addition to our customs and heritage, we also get our race from our parents. Carry the dialogue further by explaining that even today some people live in our country but were born in a different country. Also, explain that sometimes people live in the United States but are citizens of another nation.

5. Have students write about how our ancestors and people of today have come from those countries to the United States. Some may come by ship, boat, airplane, bus, train, or even by car. Have students write about what such a journey would be like. Encourage them to write about some of the articles they would have brought on such a journey.

6. Let the students talk and write about trips they have taken throughout the United States; whether they were trips across the street to play, to another State to visit a relative, to another region of the country, or even to another country to see something new. Have the students write about their experiences of going to a new place.

7. Have students write in their journals any questions they have about different racial groups, their ancestry, or people who live here but were born in other countries. Encourage them to make a list of different things they hope to learn about and discover by learning about various groups of people in their country.

Enrichment: Have various books, pictures, and other items of interest about different countries and people available for the children's reference. Create a bulletin board with a map and pictures of different foods, games, and various words on 3" x 5" cards. Connect a piece of yarn from your State to the country where these items originated. Put the cards on the string.

Lesson 2: Creating a Tool to Measure My World

Objective: The students will develop a questionnaire focused on diversity.

Background: Have the students concentrate their attention on their own classroom. Many of them will probably not know about their own race and ancestry. Use this to lead the students to want to find out more about their own heritage and that of those in their classroom. Another theme of this lesson is to have the students gain an appreciation for the importance of obtaining accurate information. Sometimes the information we gather is different from our initial assumptions. The Census Bureau's main mission is to gather factual information about our Nation and one of the best ways to do this is through questionnaires. Read over the information in the Census Vocabulary Toolbox on page 3. This lesson addresses the NCTM standards by having the students make and use measurements in everyday situations.

Materials Needed: Journals and copies of the questions on the CQC's, enclosed in this teaching package.

Procedures:

1. Now that the students have explored the ideas of diversity in our Nation, focus their attention on the diversity within their own classroom. Ask the class to identify the race groups represented in their class; the country or countries where their parents, grandparents, great grandparents were born; their own birth place; and what language(s) are spoken at home. Have them write their assumptions in their journals. (Many of them will probably not know; encourage the students to imagine what some of the answers might be.) For those children who may not be living with their parents, have them write about a relative.

2. Lead the students to conclude that our assumptions are not always accurate and that we need to measure our conclusions or compare them to a measurement. Tell the students that they are going to make a tool that will help them take a picture of their classroom. Discuss with the students that this picture will test some of the things they wrote in their journals and help them find accurate information.

3. Inform the students that one of the best ways to get information is to ask a question. Begin with a discussion of the kinds of information the pupils would be interested in knowing about. Focus this discussion by dividing the class into four groups. Assign each group a topic centered around the theme of diversity: race, ancestry, language spoken at home, and the place of birth of the children in the classroom. Have each group develop several questions centered on their assigned topic.

4. Enlarge copies of the questions located in the top right corner of the CQC's found in this teaching package. Explain to the students that these are copies of the actual questions asked by the Census Bureau in the 1990 census. Explain that the purpose of the questions was to determine how many representatives each State received in the House of Representatives. Further explain that these numbers are also used for other purposes such as assigning money to States for different programs, such as schools. Explain to the students that the answers to the race - questions were completed through self-identification. (See CQC-4, *Race*.) Further clarify that sometimes we have more than one ancestry. Therefore, some of the answers to the ancestry question in the 1990 census were multiple. (See CQC-14.) For purposes of this lesson you may want to limit the answers to just one ancestry group.

5. Some students may want to use the sample questions in figure 1 as a guide for the development of their own forms. The class may also want to use the questions in the CQC's. This will make it easier to compare their answers with those from the 1990 census. Younger students can be asked to draw pictures of their families and grandparents. (Some students may need to probe further back to great-great grandparents to discover their ancestry. The students will need to design the questionnaire to help them identify their ancestry.)

6. Have the students present the questions they have developed to the rest of the class. As a group, help the students develop a format for their questionnaire and create a questionnaire. Have students determine if they will put their names on the queries, how they keep track of the questionnaires, and what they will do about any missing forms.

Figure 1.
Sample Questionnaire

1. Which of the following do you consider yourself to be:
   White
   Black/African American
   American Indian
   Asian or Pacific Islander
   Other
2. Are you of Spanish/Hispanic origin?
3. What was your place of birth?
4. What was your mother's place of birth?
5. What was your father's place of birth?
6. What was your mother's mother's (grandmother) place of birth?
7. What was your mother's father's (grandfather) place of birth?
8. What was your father's mother's (grandmother) place of birth?
9. What was your father's father's (grandfather) place of birth?
10. What is your mother's ancestry?
11. What is your father's ancestry?
12. What is your mother's mother's (grandmother) ancestry or ethnic origin?
13. What is your mother's father's (grandfather) ancestry or ethnic origin?
14. What is your father's mother's (grandmother) ancestry or ethnic origin?
15. What is your father's father's (grandfather) ancestry or ethnic origin?
16. What is your ancestry?

BEST COPY AVAILABLE

7. Have the students write their thoughts and feelings about this process in their journals. Ask the students to think about how easy or difficult it was.

Enrichment: Have the students create additional questionnaires for their families, another classroom, the rest of the school, and/or another area of the community. The students could add additional questions to their queries to find out other information about their class and families. The students could then do some cross tabulation with this information. Require the students to have some directions on the document, such as when and where it should be returned.

Lesson 3: Taking a Census of Our Classroom

Objective: The students will take a classroom census focused on diversity.

Background: It's important for the students to realize that this is a compilation of information of all the students in the classroom.

Materials Needed: Journal books, Census Vocabulary Toolbox, and copies of the student-developed questionnaire.

Procedures:

1. Now that the students have developed a questionnaire, they are ready to distribute and complete the forms. Tell the students that they will be taking a census—a count of different information about every member of the classroom. Ask the students what would happen if everyone in the classroom did not participate in the census. Have students consider how accurate the information would be without full participation.

2. Be sure every student has a form and understands the directions for completing the questionnaire. Review the definitions and CQC's with the students to ensure that they understand what answers are appropriate. Most of the students will probably need to have help from their parents to complete the questionnaires. (Students not living with their parents can ask a close relative for help.)

3. Ensure that all questionnaires have been completed and returned.

4. Instruct the students to write in their journals some of the things they learned about taking a census and the importance of everyone's participation.

Enrichment: Students can distribute questionnaires to other classes, the entire school, and/or another area of the community. Distribution and accountability for each of the forms is just as important as the development of the questionnaires. Those students who extend their outreach to areas beyond the classroom will appreciate the struggles associated with disseminating and collecting the forms.

Lesson 4: Recording the Results of the Class Census

Objective: The students will tabulate, summarize, and present the information collected in the classroom census.

Background: Now that the census questionnaires have been completed, the students will be able to summarize and present the information in various forms. This lesson provides an opportunity for the students to see the difference between individual answers and summarized information that will be used in a report. This lesson addresses the NCTM standards by having the students systematically collect, organize, and describe data.

Materials Needed: Journal books and copies of the CQC's.

Procedures:

1. Have some of the students report about their findings. Help them locate the country of their ancestry on the globe. Create a bulletin board by using pieces of yarn to connect your State to the countries where each student's ancestors originally came from. Some of the pieces of yarn will be to places within the United States.

2. Ask the students to report different ways they think the information they collected should be tabulated and then reported. Encourage the students to explore the CQC's to see how the 1990 census data are presented. This will give the students an introduction to various data displays. Using the CQC's, explain to the children the differences between information displayed in tables, pie charts, and various bar graphs. Discuss the scales, the parts of the tables such as the stubs and headers, the legends for the maps, ranked items, percentages, and the narratives. The level and age of the students will dictate the amount of detail the students can comprehend.

3. Begin with tabulating the data. Divide the class into small groups; be sure that each group has copies of all the completed questionnaires; assign a few questions to each group. Have each team of students tally the responses for their assigned questions. Explain to the students that *yes* or *no* answers could be tallied, while the written responses will require grouping the answers. Once the responses have been tallied, they can be summed or summarized. For example, from the tally marks the class will be able to report a single number representing how many Whites there are in the classroom. (For those classrooms with computers, teachers

can allow the students to key the data into the computers to tally and then graph the information.)

4. Help the students design a chart, which corresponds to the questionnaire, for recording the summarized data. This chart can simply be a listing of the questions, with the resulting summarized data following each question. Let the students create charts in their journals.

5. Give the students the opportunity to write and talk about their classroom and the results of their census. Do they believe that most students in the class have similar or different ancestries? Have the students reread some of their previous journal entries. Do their present findings confirm or refute their original thoughts about their class's diversity? Encourage students to write their impressions about the process of reporting data and what they found.

Enrichment: Students can tally the results of a school or community census and report the results in newspapers and throughout the area.

Lesson 5: Comparing Our Class to Our State and Nation

Objective: The students will compare their class information with data for their State and the Nation.

Background: Data from the 1990 census give us information on our Nation's diverse racial and ancestry groups. By comparing the class data with State and national data, the students should be able to see how their area is similar to or different from their State and the Nation. In the last lesson, the students looked at the way data were presented in the CQC's. In this lesson, introduce the content of the CQC's to the class in addition to the data in the tables and maps on pages 16-21 of this supplement. The CQC bulletins were designed with bullets, highlighting main points. Read through the CQC's to find the important trends that your students would understand. Note the highlights and trends mentioned in *Our Diverse Nation* found on pages 1-3. Be sure that the students know that the data in this booklet are for 1990 and their information will be for the current year.

Before working with this information, some of the students will need an introduction to large numbers. Have the students explore the concepts of thousands and millions. Begin with pictures of large quantities; for example a picture of a large group of people in a stadium, a swarm of bees, a large aerial view of a forest, and other pictures that show large groups of similar things. Then show the students large quantities of objects; for example a large jar of pennies, jelly beans, or other beans; a big bag of rice; a container of sand. Let the students estimate the quantities in these containers, then test their estimates by counting some of them by using groups of tens and hundreds. Once the students have achieved a sense of large numbers, have them work with manipulatives and physical math models to grasp the exact concept of hundreds, thousands, and millions.

Materials Needed: Journal books, CQC's, copies of the data tables (for younger children portions of these data tables should be enlarged) and maps on pages 16-21, a map of the United States, and colored pencils.

Procedures:

1. Explain to the students that in the last lesson they looked at the way the information was presented in the CQC's. Tell the class that now they are going to look at the information discussed in the CQC's. Relate to the students some of the highlights found from the 1990 census. Tell the students that this information is important, not only for what it shows us about our Nation today, but also for what it communicates about our country's future.

2. Make copies of the data tables found on pages 16-17 of this booklet. Review the race data in table 1 with the students. Talk about the contents of the header and the stub. Note that the States have been arranged according to regions. Also note that the numbers are in thousands. Be sure the students understand the concept of thousands before this lesson begins. At an informal level, let the students find the biggest numbers and the smallest numbers. Have the students identify the States that show these extremes. Ask the students to do the same with the regional data. Ask the students if there is a region that has a larger number of people in a specific racial group as opposed to another region. Encourage students to write in their journals their thoughts and ideas about these differences. Identify these States and regions on a map of the United States.

3. Take the students to the ancestry data in table 2. Begin with a discussion about the contents of the header. Have the students count the number of times German is listed as the first ancestry group. Then look at other ancestry groups that might be of interest to the students.

4. Explore with the students the maps found on pages 18-21. Discuss with the students their observations. Do the race groups represented in these maps show clusters of racial and ethnic groups or wide-spread settlement? Show the students a map of the United States. Let them pick out major cities on these maps. Ask the students if they note any correspondence between specific racial groups and certain major cities. Explore with the students some

of the possible historical reasons for some of population clusters of specific racial groups.

5. The students will compare the data for their classrooms, their State, and the United States. Because the scales are so different, working with percentages will be the best way to see some of these differences. Briefly explain to the students that percentages show parts of a whole. (Give the percentages to those students who are not able to divide yet.) Group the class into four teams. Each team will find the percentage of a specific racial group for their State. Have each group find the percentage of their assigned racial group for the United States, then find the percentage of their assigned racial group for their classroom. As a class, create bar graphs, using these percentages. Each racial group should be represented by three bars, one bar for each geographic level. Color each geographic-level bar a specific color.

6. The students could create a multitier bar graph with percentages like those in the graph, *Foreign-Born Groups Arrived in Different Decades*, displayed on page 4 of CQC-12: *Place of Birth, Citizenship, and Year of Entry*. The Nation, the State, and the classroom could be listed in the stub and each race could be represented in the bars by a different pen color. This bar graph would give a visual view of these comparisons. (Some software packages could create such graphs for those classes with computers.)

7. To make comparisons using the ancestry data, have the students list the represented ancestry groups for the class. Then invite the students to rank their ancestry, recording the most frequently mentioned ancestry group first. How does this ranked list of ancestry groups compare to their State list and that of the Nation? Create a table listing the ancestry groups for the class, the State, and the United States. Use table 2 on page 17 as a model. The stub of the table would include the Nation, the State, and the classroom. The header would include the ranked ancestry identification and total population.

8. Have the students record some of their observations in their journals. Let them talk and write about their thoughts and ideas concerning the race and ancestry data, how their class compared to their State and the Nation. Ask the students whether they think their class is a representation of the Nation as a whole or quite different. Tell the students to write about the way they displayed the data. Did they think this process was helpful and gave clear comparisons?

9. Display the table and graphs throughout the classroom. Make copies of these for the students to keep in their journals.

Enrichment: Compare the students' class and State data to neighboring States. Match the State and national data to the results of the school and local area census results. Using other sources, help students examine the historical events and geographic, climatic, and economic conditions that have affected the settlement patterns of various groups. Let the students choose a racial and/or ancestry group to trace historically for the past 50 years. The children can examine the pilgrimage and heritage of famous people within a particular race group. Students can use tract maps and local data as found in different census publications, mentioned in the Guide on page 22 to do local neighborhood comparisons. Some of these data can be obtained from some large libraries, State Data Centers, and other sources of information. (Call or write to the Census Bureau's Customer Services for help with these sources. See "Want to Know More?" on the inside covers of this booklet for the general information phone number and address.)

Lesson 6: Celebrating Our Diversity

Objective: The children will have an international festival to celebrate our Nation's diversity.

Background: Now that the students have seen the different racial and ancestry groups represented in data from the 1990 census and in their classrooms, they should have a better appreciation for the different people that live in the United States.

Materials Needed: Journal books, dictionaries, certain foods and clothing, and research materials.

Procedures:

1. Allow the students to hold an international festival. This festival will involve a dinner or luncheon, using foods that we enjoy in the United States but which originated in other countries. The students can cook these foods together or each bring a dish from home. Books should be read to the class about customs, legends, holidays, and beliefs that started in other countries. Let the students visit the library to find books that would give such information.

2. Personalize the festival by requiring each student to bring in something that originated in the country of their ancestry. Have students visit the library to get books about the country where their ancestors were born. Ask the students to research and write a report on their country of origin, looking for information on the kinds of foods eaten in that country, clothing worn, traditions, holidays, climate, geographic features, and other topics of interest. For the festival, have the students dress in a costume showing their country of

origin. Some students may want to show a dance or bring in music or an item to share with the class that represents that country. Have the students draw pictures about some of the clothing, foods, and other items that are part of these cultures.

3. Have each child write stories about family traditions, legends, holiday celebrations or dances, music, language, or other aspects of the culture of their family's country of origin.

4. Have students write about how they would describe the United States to someone in a different country. Start by listing things that are typical of the United States: foods (fast foods, soda pop), sports (volleyball, football, baseball, basketball), clothes (blue jeans, sneakers), music and dances (rock and roll, jazz, country and western) and other things. Discuss with the students the fact that some of these items were adopted by other countries, such as soda pop.

5. Encourage the students to reread their journals. Have them highlight important things they learned throughout these lessons about diversity and taking a census. Tell the students to write about the festival and the things they learned about their country of ancestry and other countries. Let the children share some of their journal entries with the rest of the class. Encourage the students to make a class book entitled, *Our Diverse Classroom*. Each student can contribute portions of their journals and pictures of their families to the book. The book also could include the class census results, graphs, and tables. Other pictures, maps, and supporting materials could be added to the book.

Enrichment: Invite other classes, the school, or local area to the festival. Establish pen pals with students in other countries and across the United States. Have civic leaders and others visit the class to tell about their race and ancestry.

Unit 2: Celebrating Our Nation's Diversity (Junior/Senior High Edition)

This unit consists of six independent lessons that can stand alone. They are as follows:

Lesson 1: Census Jeopardy

Lesson 2: Mapping Our Diversity

Lesson 3: The Geography of Ancestry

Lesson 4: What's the Scoop?

Lesson 5: Conducting a Diversity Census

Lesson 1: Census Jeopardy

Objective: Students will learn about our Nation's racial diversity.

Background: We have designed this activity to help students learn more about race. It uses CQC-4, *Race*, in a "Jeopardy" game format to help focus student attention on the findings about race from the 1990 census.

When using information from the 1990 census on race, you should keep three factors in mind. First, race information is collected by self-identification. This means that a person decides which is the most appropriate race group. Second (related to the above), race does not denote a clear-cut scientific definition of biological stock. Third, the Census Bureau separates the concepts of race and ethnicity (Hispanic origin). Thus, a person may be of any race and still be of Hispanic origin.

Materials Needed: Photocopies of CQC-4, *Race*, an overhead transparency and projector, and paper strips (see step 1).

Procedures:

1. Prepare an overhead of figure 2 (see page 10). Cut strips of paper to cover each of the four category columns. Note the answers to the Jeopardy game are in figure 3.

2. Photocopy CQC-4, *Race*, and distribute it to the class. Tell them to read it to discover more about our Nation's population.

3. Be prepared to help students pronounce and/or discuss such terms as *Aleut* and *Samoan*. Review with them the questions asked about race in the 1990 census. Refer to the vocabulary toolbox for additional help. What statements (for example, race groups, self-identification, options provided for write-in responses) can they make about race by looking at the questions and instructions included with the race category on the questionnaire?

4. Divide the class into three or four groups. Tell them the rules of the activity:

   a. They will select a category (for example, Overview) from the overhead. Cover each of the categories with the paper strips.

   b. Reveal the first answer and recognize the group with their hands up first to hear their response. The group spokesperson must give a precise response (question) using the information on the CQC for the revealed answer. Tell them that some of the harder questions will require creative thinking and may require performing simple mathematical calculations.

Figure 2.
Census Jeopardy Game

Points	Overview (page 1)	Black (page 2)	American Indian, Eskimo, Aleut (page 3)	Asian and Pacific Islander (page 4)
10	Question 4	South	About 500,000	API
20	White, Eskimo, Samoan	16 States	314 reservations and trust lands	Immigration
30	8 of every 10	Chicago	Arizona, California, and Oklahoma	3 percent
40	"Other race"	6th in 1980; 8th in 1990	16 percent	Texas, Florida, and Virginia
50	Largest for Asian and Pacific Islanders	Detroit, New Orleans and Baltimore but not New York and Houston	1890 to 1900 and 1910 to 1920	Less than 3.7 million

Figure 3.
Census Jeopardy Questions/Answers

(The following lists the answers in the form of questions, to be provided by the students.)

Overview (page 1):

10: What number was the race question on the 1990 census questionnaire?

20: What are three race groups listed in the 1990 census?

30: About how many people were White in 1990?

40: What category did many Hispanics use for the race questions?

50: Which group had the largest rate of increase between 1980 and 1990?

Black (page 2):

10: Where is the heaviest concentration of Black/African American population?

20: How many States had more than 1 million Black/African American people?

30: What is the city with the second largest Black/African American population?

40: What was Washington, DC's rank in Black/African American population?

50: What cities had a majority of Black/African American population?

American Indian, Eskimo, and Aleut (page 3):

10: How much did the American Indian, Eskimo, and Aleut population grow between 1980 and 1990?

20: Where did about 22 percent of the American Indians live in 1990?

30: In what three States do most American Indians live?

40: What percentage of Alaska's population is American Indian, Eskimo, and Aleut?

50: In what two decades did the American Indian, Eskimo, and Aleut populations decline?

Asian and Pacific Islander (page 4):

10: What is the abbreviation for Asian and Pacific Islander?

20: What factor boosted the high growth of the API population?

30: What percentage of the API population was Hawaiian?

40: What are three States that had an API population more than 100,000?

50: What was the API population in 1980?

BEST COPY AVAILABLE

c. Listen to their question/response. If the stated question is correct, you will record the number of points earned by the group. If a group fails to give a precise answer, cut half of the answer's value from that team's score.

d. Have the team with the correct response select the next category. Repeat steps b and c.

e. After completing the activity, recognize the teams' accomplishments. Discuss with the class any questions that they raise as a result of playing the game.

Enrichment: Refer to the information on race in table 1. This table offers several opportunities to look at the race information by State. Students can map, graph, and/or discuss this information.

Lesson 2: Mapping Our Diversity

Objective: Students will investigate the distribution of race and ethnic groups in the United States.

Background: To know, as an example, that 12 percent of the United States population was Black/African American in 1990 is useful information. To investigate the pattern for smaller geographic levels, however, reveals many more interesting and important insights into the findings from the 1990 census.

Materials Needed: Overhead projector and transparencies of maps found on pages 18-21, U.S. outline maps (showing the State boundaries), and colored pencils (optional).

Procedures:

1. Before class, make transparencies of maps 1 to 4. If you have the 3' x 4' color map listed on page 22, have this ready to hang on the wall.

2. Tell the class they will be studying the geography of diversity. Ask them to name the major race and ethnic groups in our country, or have them review the vocabulary toolbox found on page 2.

3. Ask them to list/discuss the factors that influence where a person lives. What are their preferences for a place to live? Focus their attention on the regional scale rather than on issues of housing or local community preferences. Suggest that our Nation would not be as diverse as it is if each person had the same preferences.

4. Ask them to write a brief description to explain where various race and ethnic groups live within the United States. Have them describe the patterns they expect to find for each of the four groups depicted in maps 1 to 4.

5. Have them compare their written or verbal descriptions with the maps you place on the overhead projector or hang on the wall (color map). For each map, ask the following:

- Is the distribution of population random, clustered, or uniform? How would they describe the distribution to a person who has not seen the map?
- What historical, social, or geographic events are important factors for explaining this distribution?
- Do these people live in metropolitan areas? If so, which areas can you identify on the map? Is this true for all groups?
- Are there places you expected to find a cluster of population but did not? Why? Is this due to the way the cartographer presented the information on the map (in percentage terms rather than the actual numbers), errors in the students' perceptions of where these groups live, etc.? For instance, some of the anomalies can be explained by the location of military bases, colleges, etc., in the area. Ask them, for instance, to find examples on map 1.
- Are there places where you didn't expect to find concentrations of these groups but did? Why?

Enrichment: Have the students use the information in table 1 to map each of the four distributions depicted in maps 1 to 4 using State-level data rather than county-level data. Use the same scaling as shown in the legend of each map. For this project, the students will need to calculate percentages for each State and shade the map accordingly.

The four maps have different scales to enhance the regional display of these data. Have the students map each of the four distributions using the same legend as shown for the "Black Persons" map. How do these new representations impact the way the distributions look?

Lesson 3: The Geography of Ancestry

Objective: Students will study the geography of ancestry in the United States.

Background: The 1990 census provides a unique portrait of ancestry patterns for each of our States. The influence of European settlement dominates the United States landscape; however, there are many subtle differences from State to State. This lesson offers a challenging puzzle for the students. They must match selected States to their predominant ancestry groups. To solve their puzzle in figure 4, they will

Figure 4.

Predominant Ancestry Groups for Selected States

Match each of the following States with their ancestry group.

Alabama, Alaska, Arkansas, California, District of Columbia, Hawaii, Louisiana, Michigan, Minnesota, New Hampshire, Oklahoma

State	First	Second	Third	Fourth	Fifth
1._____	African American	French	Irish	German	Acadian
2._____	German	Irish	American Indian	English	American
3._____	African American	American	Irish	English	German
4._____	Mexican	German	English	Irish	African American
5._____	English	Irish	French	French Canadian	German
6._____	German	Norwegian	Irish	Swedish	English
7._____	Japanese	Filipino	Hawaiian	German	Chinese
8._____	African American	German	Irish	English	Russian
9._____	German	Irish	English	African American	Polish
10._____	German	English	Irish	American Indian	Eskimo
11._____	Irish	German	African American	American	English

Answers:

Louisiana=1, Oklahoma=2, Alabama=3, California=4, New Hampshire=5, Minnesota=6, Hawaii=7, District of Columbia=8, Michigan=9, Alaska=10, Arkansas=11

BEST COPY AVAILABLE

use the information in figure 5 and their own information about the States and our Nation's history.

Materials Needed: A U.S. outline map of the States, Figure 4. The Geography of Ancestry, and Figure 5. Ancestry Groups for Selected States.

Procedures:

Note: Before the activity, look at table 2 to determine if you want to add any other States to the puzzle. For instance, you may want to add your home State if it is not on the chart.

1. Divide the class into work groups.

2. Define the term ancestry and give examples of who our ancestors are. Ask them to list the most predominant origins of ancestors in our country. What are the historic, economic, religious, and political factors that served as push (famine, religious, or political oppression) and pull (economic opportunity, joining family members) factors for our ancestors to come to America? Have these factors changed through time? If so, how and why?

3. Mention that the government collected information on ancestry in the 1990 census as a way to understand our Nation's rich diversity. Ask the class to hypothesize who would use this information.

4. Ask the students to envision a map of America that shows the origins of our ancestors. List on the board their hypotheses about how the map would appear. As an example, persons from what countries (origins of ancestors) settled in Massachusetts or what countries would be most dominant in the students' home State? Which States would be most easy to identify based on the ancestry of its people? What ancestry groups would be predominant?

Figure 5.
The Geography of Ancestry

The influence of Europe dominates the American landscape. In fact, German, Irish, and English are three of the top five ancestry groups in all but three of the States. Thus, one must look beyond to solve the ancestry puzzle. In general, African Americans are more concentrated in the South. Some American Indians still live in historical locations of the Indian nations. Persons of Hispanic origin are numerous in the Southwest and California because that area was part of Mexico until the mid-1800's, and also many immigrants have come to that area from Mexico and other Latin American countries since then. The influence of migration from other immediate neighbors also enriches our heritage: In the Northeast, French and French Canadian and in Hawaii, the Pacific Rim countries. Migration of persons of Eastern European descent is most apparent in the large industrial centers of the Midwest. The upper Midwest is also enriched by the Scandinavian influence. Another interesting fact is that persons in several States, predominantly in the South and Midwest, reported American as their ancestry group.

5. Tell the class you have divided them into groups to solve such a puzzle. They will be given only a few States to match with their ancestry groups. In addition to the five leading ancestry groups for these States, they will have a description to use (figure 5). Their task is to record the proper State match in column 1 of figure 4. If they are having difficulty with the task, ask them to indicate which State is Alaska (number 10). How did they reach this conclusion?

6. Once a group has completed its match, review the matches to show which matches are correct. Offer hints that will help them solve the remaining pieces by referring to the narrative or discuss events in American history related to immigration, etc. to help them with the puzzle.

7. Once all groups have completed their matches, go back to the hypotheses recorded in step 4 to determine which hypotheses were correct and which were not. Why?

Enrichment: Distribute table 2 to see a more complete picture of ancestry. For instance, the table shows the predominant ancestry groups for each State. The table also shows by State the number of persons in each of the five predominant ancestry groups. The students can use this information to create thematic maps by ancestry group, pie charts, bar graphs, etc. by State or by ancestry group. A more complete picture of ancestry is provided in the 1990 publication entitled *Detailed Ancestry Groups for States* (see page 22).

The story behind the numbers is equally interesting. For instance, have the students research and report when, how, and why their ancestors came to this country. Was their decision to come to this country, if they had a choice, predominantly a result of push or pull factors?

Lesson 4: What's the Scoop?

Objective: Students will prepare short reports to summarize information about those who were born in foreign countries.

Background: Each day, reporters from around the country go out in search of the scoop. Many times, the story is on their doorstep, or even on their desk, just waiting to be discovered.

So it is with statistical data. Each day, local, State, and national governmental agencies release hundreds of reports. Behind these volumes are many stories waiting and needing to be told. This lesson helps students develop a story from the facts presented in the CQC on the foreign born (CQC-12). You can use the activity, however, to look at other CQC's in the series.

Materials Needed: Student copies of CQC-12 and figure 6 found on page 15.

Procedures:

1. Decide whether to have the students work in groups or individually. Photocopy CQC-12 and figure 6.

2. Tell the students they will be writing a short byline for the radio media. It is nonfiction and involves the use of facts. However, since there are so many pieces of information available, there may be several different stories to tell.

3. Use figure 6 to illustrate an eye (ear)-catching story. These brief releases are designed for the radio media to capture the listener's attention about some of the recent findings from the Census Bureau's statistical reports. For this media, brevity is important because the attention span of the public is so short. Have the students list the characteristics of these releases. How does the author make use of statistical data to capture the reader's attention or make the report more interesting? What is the structure and purpose of the lead sentence? What other characteristics of the examples do the students notice?

4. Distribute copies of CQC-12 and tell the students they will be preparing an eye-catching short report. First, however, they must conduct their research. Ask them to underline or highlight the following:

- Two or three of the most *important* facts.
- Two or three of the most *interesting* facts.
- Two or three of the most *surprising* facts.

5. Ask them to review the facts they underlined. Circle the two or three they believe the audience wants to know. Is there a commonality in the items they circled? If so, they have a theme they can use throughout the story. If not, their task is more difficult.

6. Using this theme, ask students to write a short, interesting article that includes at least two important facts from the CQC.

7. Once they have developed their story, they should decide upon a title.

8. Ask the students to post their articles around the room. Give the students time to walk around the room and read what their colleagues wrote, using the same information.

9. Did they select the same themes? What variations did they find in ways to present their themes? Did they use the statistics correctly and do the statistics help to tell the story?

10. Although the focus of the lesson is on writing, the story of diversity that emerges from the information on the foreign-born population is quite interesting. Take some time to go beyond the numbers in this CQC to explore the impact of the changes in the foreign-born population as they relate to the workforce, educational needs, changing world conditions and needs, and the changing portrait of we, the Americans.

Enrichment: Table 2 presents some of the findings from the 1990 census on the foreign born. Use this information to embellish the articles the students prepared by including some of the interesting facts about their State.

Lesson 5: Conducting a Diversity Census

Objective: Students will discover the diverse makeup of the class by conducting a census.

Materials Needed: CQC's: 4,7, and 12.

Background: The information found in the CQC's and in tables 1 and 2 provides a wealth of data from the 1990 census. In this activity, students conduct their own diversity census, tabulate the findings, and compare them with those of their State or that of the Nation. The questions included in the diversity questionnaire are similar to those used in the 1990 census.

Procedures:

1. Tell the students they will be conducting a census of their class to capture information about such items as race and place of birth. If this is the first activity you have used in this supplement, discuss with them the concept and importance of diversity. Also discuss the definitions found in the vocabulary toolbox.

2. Ask students to design a questionnaire using the questions found at the top of each CQC.

3. Have the students complete the questionnaire. Stress that although their neighbors would not see their responses if this was an actual census, the principle of confidentiality will not be possible for this classroom activity.

Figure 6.
Uncle Sam's Almanac

And now... here's a page from Uncle Sam's Almanac. Some 973 thousand Americans declared bankruptcy in 1992, up from 360 thousand in 1981. Ironically, the Golden State leads the Nation, as over 152 thousand Californians filed for bankruptcy. Floridians came in second with over 52 thousand, followed closely by New Yorkers with nearly 50 thousand. By contrast, only 11 hundred Alaskans filed. These facts about America come from the "Statistical Abstract of the United States." Now in its 114th year, it's published annually by the Census Bureau. This is Cheryl Chambers from the Census Bureau's Public Information Office Radio Broadcast Service.

Ask why it is so important to provide confidentiality of a person's responses when conducting a national census.

4. Once the forms are completed, assign a special statistical committee to make a table of the findings. The easiest way will be for one person to call off the response while another person places a tally in the correct cell of the table. Another alternative is to use two or three statistical committees, each working independently, to tabulate the questionnaires. Have each committee present its final table. Theoretically, the tables should be identical; however, this may not be the case due to clerical errors, different ways of tabulating, or posting the findings, etc. Try to resolve the errors. Compare their table(s) with the findings in tables 1 and 2. Look at their State as well as other interesting States. Where are there important differences, similarities, etc.? With the use of percentages, compare the distributions. With which State is their class most similar?

Enrichment: Using the results from your census, prepare a CQC for your classroom. Use some of the techniques employed in the CQC's to enhance their product.

As the Census Bureau prepares to conduct its next population and housing census in the year 2000, it must examine the questions it asks to reflect the changing American portrait. Ask students to provide recommendations from their experience in conducting a classroom census that would be useful for the next national census.

Table 1. **Race and Hispanic Origin: 1990**

(In thousands)

State	Total population	Race					Hispanic origin				
		White	Black	American Indian, Eskimo, or Aleut	Asian or Pacific Islander	Other	Total	Mexican	Puerto Rican	Cuban	Other Hispanic
United States	**248,710**	**199,686**	**29,986**	**1,959**	**7,274**	**9,805**	**22,354**	**13,496**	**2,728**	**1,045**	**5,087**
Northeast	50,808	42,066	5,613	126	1,335	1,666	3,754	175	1,872	184	1,524
Connecticut	3,287	2,859	274	7	51	96	213	8	147	6	52
Maine	1,228	1,208	5	6	7	2	7	2	1	-	3
Massachusetts	6,016	5,405	300	12	143	155	288	13	151	8	116
New Hampshire	1,109	1,087	7	2	9	3	11	2	3	1	5
New Jersey	7,730	6,130	1,037	15	273	275	740	29	320	85	306
New York	17,990	13,385	2,859	63	694	990	2,214	93	1,087	74	960
Pennsylvania	11,882	10,520	1,090	15	137	119	232	24	149	8	52
Rhode Island	1,003	917	39	4	18	25	46	2	13	1	30
Vermont	563	555	2	2	3	1	4	1	1	-	2
Midwest	**59,669**	**52,019**	**5,716**	**338**	**767**	**831**	**1,727**	**1,153**	**258**	**37**	**279**
Illinois	11,431	8,953	1,694	22	285	476	904	624	146	18	117
Indiana	5,544	5,021	432	13	38	41	99	67	14	2	16
Iowa	2,777	2,683	48	7	25	13	33	24	1	1	7
Kansas	2,478	2,232	143	22	32	49	94	76	4	1	13
Michigan	9,295	7,756	1,292	56	105	87	202	138	19	5	40
Minnesota	4,375	4,130	95	50	78	22	54	35	3	2	14
Missouri	5,117	4,486	548	20	41	22	62	38	4	2	17
Nebraska	1,578	1,481	57	12	12	16	37	30	1	1	6
North Dakota	639	604	4	26	3	2	5	3	-	-	1
Ohio	10,847	9,522	1,155	20	91	59	140	58	46	4	33
South Dakota	696	638	3	51	3	2	5	3	-	-	1
Wisconsin	4,892	4,513	245	39	54	42	93	58	19	2	15
South	**85,446**	**65,583**	**15,830**	**562**	**1,122**	**2,350**	**6,767**	**4,344**	**406**	**736**	**1,282**
Alabama	4,041	2,976	1,021	17	22	6	25	10	4	2	10
Arkansas	2,351	1,945	374	13	13	7	20	13	1	1	6
Delaware	666	535	112	2	9	8	16	3	8	1	4
District of Columbia	607	180	400	1	11	15	33	3	2	1	26
Florida	12,938	10,749	1,760	36	154	238	1,574	162	247	674	492
Georgia	6,478	4,600	1,747	13	76	42	109	49	17	8	35
Kentucky	3,685	3,392	263	6	18	7	22	9	4	1	9
Louisiana	4,220	2,839	1,299	19	41	22	93	24	6	9	55
Maryland	4,781	3,394	1,190	13	140	45	125	18	18	6	83
Mississippi	2,573	1,633	915	9	13	3	16	7	1	1	7
North Carolina	6,629	5,008	1,456	80	52	32	77	33	15	4	26
Oklahoma	3,146	2,584	234	252	34	42	86	63	5	1	17
South Carolina	3,487	2,407	1,040	8	22	9	31	11	6	2	11
Tennessee	4,877	4,048	778	10	32	9	33	14	4	2	13
Texas	16,987	12,775	2,022	66	319	1,805	4,340	3,891	43	18	388
Virginia	6,187	4,792	1,163	15	159	58	160	33	24	6	97
West Virginia	1,793	1,726	56	2	7	2	9	3	1	-	5
West	**52,786**	**40,016**	**2,828**	**933**	**4,047**	**4,962**	**10,106**	**7,824**	**192**	**89**	**2,002**
Alaska	550	415	22	86	20	7	18	9	2	-	6
Arizona	3,665	2,963	111	204	55	333	688	616	8	2	62
California	29,760	20,524	2,209	242	2,846	3,939	7,688	6,119	126	72	1,371
Colorado	3,294	2,905	133	28	60	168	424	283	7	2	133
Hawaii	1,108	370	27	5	685	21	81	14	26	1	41
Idaho	1,007	950	3	14	9	30	53	43	1	-	9
Montana	799	741	2	48	4	4	12	8	-	-	3
Nevada	1,202	1,013	79	20	38	53	124	85	4	6	29
New Mexico	1,515	1,146	30	134	14	190	579	329	3	1	247
Oregon	2,842	2,637	46	38	69	52	113	86	3	1	23
Utah	1,723	1,616	12	24	33	38	85	57	2	1	25
Washington	4,867	4,309	150	81	211	116	215	156	9	2	47
Wyoming	454	427	4	9	3	11	26	19	-	-	7

- Represents less than 1,000.

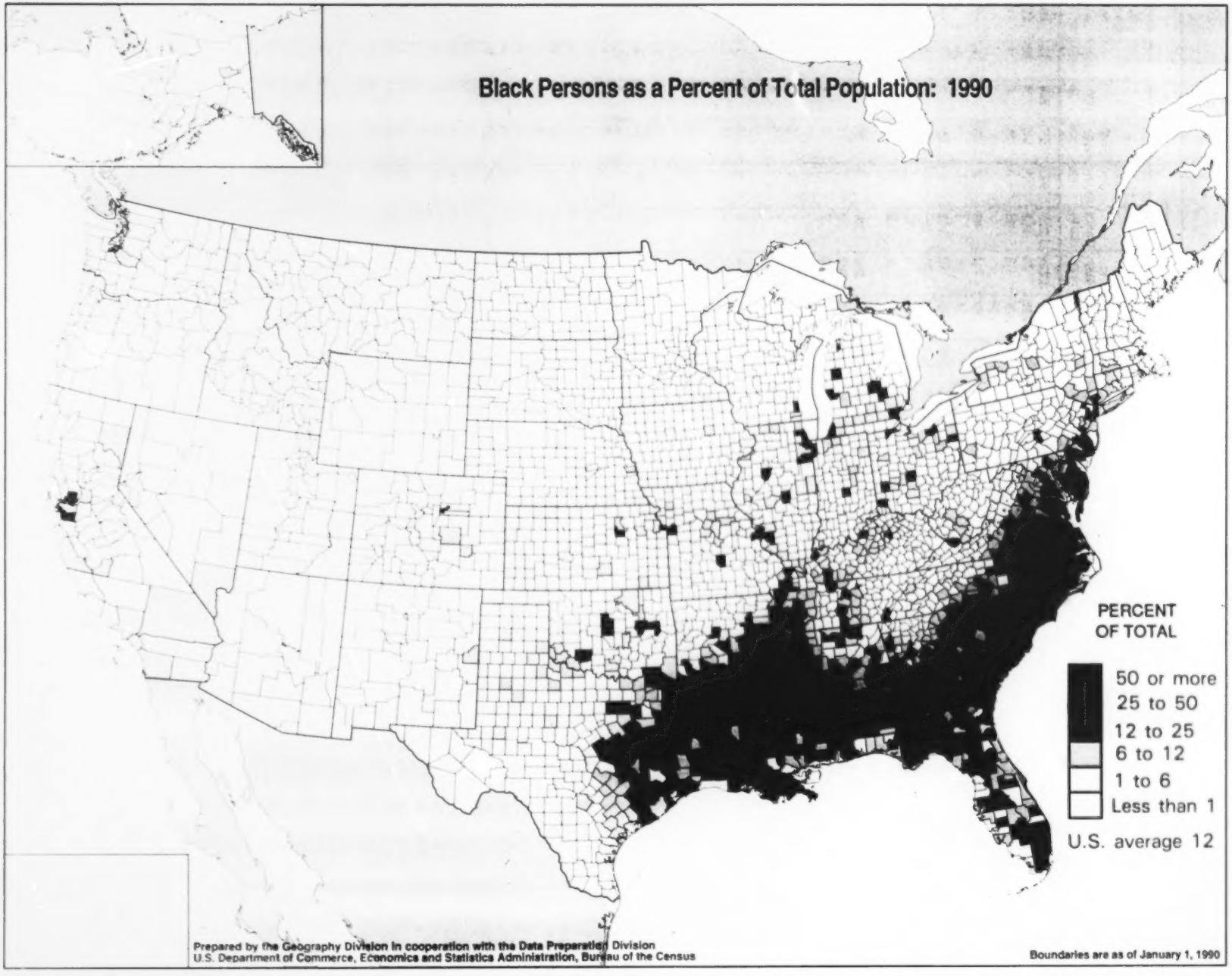
Note: The information on race and Hispanic origin came from the 1990 Census of Population and Housing. Both questions were asked of all respondents.

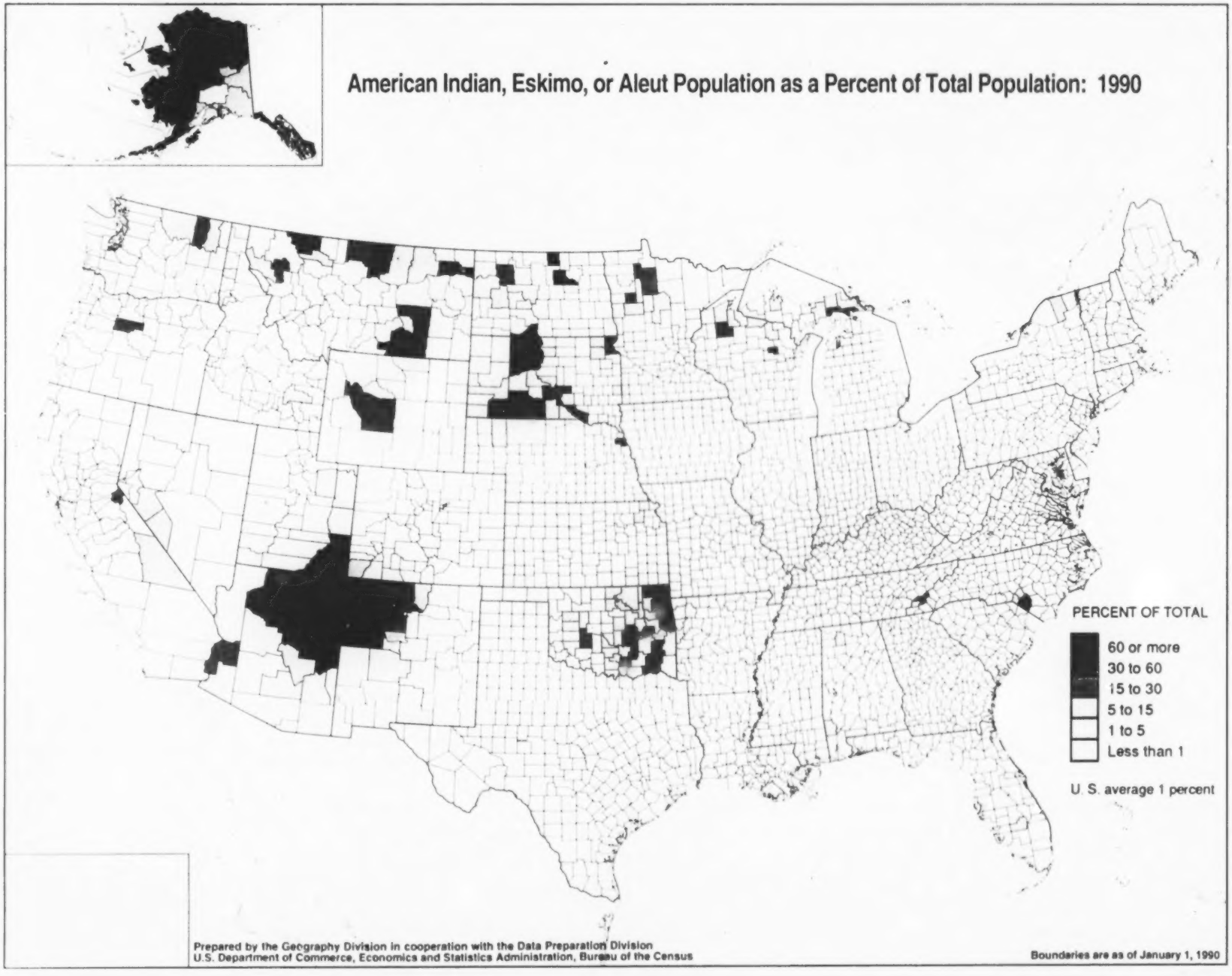
Table 2. **Ancestry and Foreign-Born Population: 1990**
(In thousands)

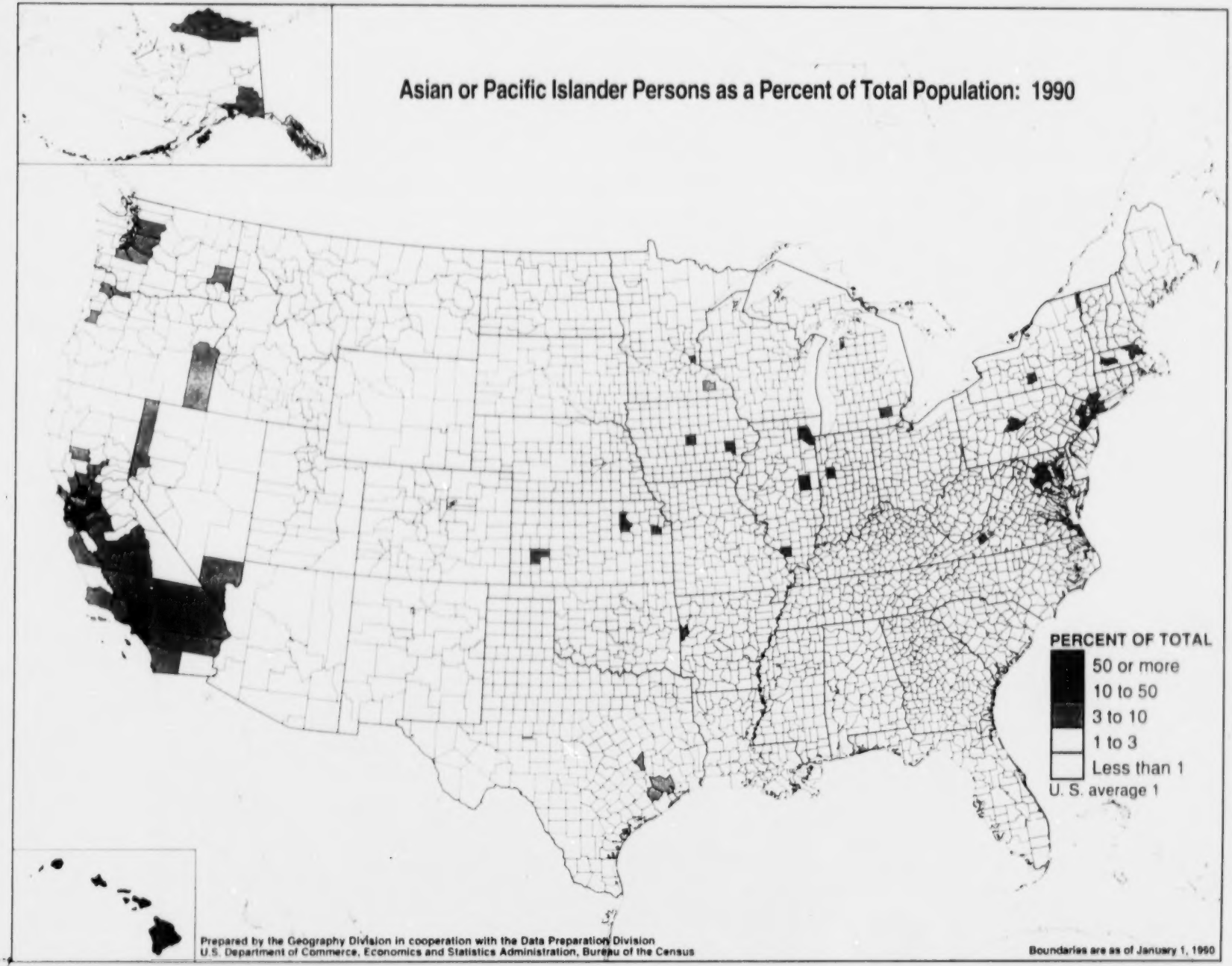
State	Ancestry										Foreign born[3]										
	Ranked by predominate type[1]					Total population by type[2]															
	1	2	3	4	5	1	2	3	4	5	Europe	Soviet Union	Asia	Canada	Mexico	Caribbean	Central America	South America	Africa	Oceania	Not specified and other
U.S.	**GE**	**IR**	**EN**	**IT**	**AF**	**57,947**	**38,736**	**32,652**	**23,777**	**14,665**	**3,248**	**293**	**4,008**	**588**	**3,291**	**1,829**	**933**	**913**	**258**	**88**	**693**
Northeast	**GE**	**IR**	**IT**	**EN**	**AF**	**9,929**	**9,420**	**7,504**	**5,873**	**3,658**	**1,670**	**159**	**1,059**	**205**	**70**	**962**	**199**	**513**	**124**	**12**	**257**
CT	IT	IR	EN	GE	PO	628	614	463	450	313	137	6	39	22	3	32	4	20	5	1	11
ME	EN	FR	IR	FC	GE	372	224	217	110	109	10	-	5	19	-	-	-	-	-	-	1
MA	IR	EN	IT	FR	GE	1,571	921	844	635	498	226	15	117	52	4	66	20	28	22	2	22
NH	EN	IR	FR	FC	GE	266	232	206	119	118	15	1	7	14	1	1	-	1	1	-	1
NJ	IT	IR	GE	AF	EN	1,457	1,416	1,408	751	703	322	20	216	15	13	152	37	124	25	2	43
NY	GE	IT	IR	AF	EN	2,899	2,838	2,800	1,621	1,566	744	99	557	57	44	683	129	320	56	5	160
PA	GE	IR	IT	EN	AF	4,315	2,256	1,373	1,275	894	169	18	103	13	5	19	5	13	9	2	14
RI	IR	IT	EN	FR	PG	214	199	161	134	95	42	2	14	6	1	9	4	6	6	-	4
VT	EN	FR	IR	GE	FC	147	133	101	59	33	6	-	2	8	-	-	-	-	-	-	1
Midwest	**GE**	**IR**	**EN**	**AF**	**PO**	**22,478**	**9,643**	**7,294**	**4,875**	**3,469**	**339**	**22**	**271**	**24**	**296**	**26**	**9**	**30**	**16**	**3**	**35**
IL	GE	IR	AF	EN	PO	3,326	1,861	1,426	1,141	963	288	20	225	16	282	23	7	27	12	2	30
IN	GE	IR	EN	AM	AF	2,085	965	767	374	371	37	2	28	6	10	2	1	2	2	1	3
IA	GE	IR	EN	DU	NO	1,395	527	390	176	152	14	1	18	3	4	-	1	1	1	-	1
KS	GE	IR	EN	AI	AF	968	436	406	123	122	12	1	24	3	15	1	2	2	1	1	2
MI	GE	IR	EN	AF	PO	2,666	1,321	1,315	1,100	890	145	8	103	55	14	7	2	5	6	1	10
MN	GE	NO	IR	SW	EN	2,021	757	574	536	357	32	3	50	10	4	2	1	3	5	1	3
MO	GE	IR	EN	AF	AM	1,843	1,038	743	469	317	31	2	28	4	5	2	2	3	3	1	3
NE	GE	IR	EN	SW	CZ	795	272	209	99	90	9	1	9	1	4	-	-	1	1	-	1
ND	GE	NO	IR	EN	SW	325	189	54	39	36	3	1	2	3	-	-	-	-	-	-	-
OH	GE	IR	EN	AF	IT	4,068	1,896	1,449	997	637	131	8	74	15	4	6	3	6	7	1	6
SD	GE	NO	IR	EN	AI	355	106	88	68	47	3	-	2	1	-	-	-	-	-	-	-
WI	GE	IR	PO	NO	EN	2,631	612	506	416	410	54	3	37	6	11	2	1	2	2	1	3
South	**GE**	**AF**	**IR**	**EN**	**AM**	**14,630**	**12,936**	**12,951**	**11,376**	**7,558**	**375**	**21**	**231**	**93**	**82**	**747**	**157**	**180**	**37**	**6**	**92**
AL	AF	AM	IR	EN	GE	839	687	617	480	430	14	-	17	3	1	2	1	2	2	-	2
AR	IR	GE	AF	AM	EN	464	400	307	306	291	8	-	9	1	3	1	1	1	1	-	1
DE	IR	GE	EN	AF	IT	139	138	123	95	64	8	-	7	1	1	2	1	1	1	-	1
DC	AF	GE	IR	EN	RU	315	39	34	34	12	10	1	10	1	1	8	13	6	7	-	4
FL	GE	IR	EN	AF	IT	2,410	1,899	1,846	1,195	785	285	18	116	78	55	722	135	162	15	4	74
GA	AF	IR	EN	GE	AM	1,421	971	890	810	805	38	1	59	7	20	12	6	8	11	1	8
KY	GE	IR	AM	EN	AF	798	696	586	553	222	12	1	13	2	1	1	1	1	1	-	1
LA	AF	FR	IR	GE	AC	1,098	550	518	508	433	16	-	30	2	3	8	18	4	2	-	4
MD	GE	AF	IR	EN	IT	1,218	966	769	671	252	67	7	111	7	5	30	27	25	23	1	10
MS	AF	IR	AM	EN	GE	775	393	317	254	225	6	-	9	1	1	1	1	1	1	-	1
NC	AF	GE	EN	IR	AM	1,228	1,111	987	841	753	35	1	39	7	9	5	4	5	5	1	5
OK	GE	IR	AI	EN	AM	714	642	469	441	258	13	-	25	3	14	1	2	2	2	1	3
SC	AF	GE	IR	EN	AM	870	500	486	436	348	19	-	16	3	2	2	1	2	2	-	2
TN	IR	GE	EN	AF	AM	876	724	692	674	653	17	1	25	4	2	2	1	2	3	1	2
TX	ME	GE	IR	EN	AF	3,403	2,950	2,369	2,024	1,721	107	3	249	22	907	28	85	37	27	4	55
VA	GE	EN	AF	IR	AM	1,186	1,051	970	889	550	63	2	135	9	8	11	32	25	13	2	13
WV	GE	IR	EN	AM	AI	469	348	270	260	110	7	-	6	1	-	-	-	1	1	-	-
West	**GE**	**EN**	**IR**	**ME**	**AF**	**10,911**	**8,110**	**6,721**	**6,649**	**2,308**	**864**	**92**	**2,446**	**266**	**2,843**	**95**	**568**	**190**	**83**	**68**	**309**
AK	GE	EN	IR	AI	ES	127	77	74	51	42	6	-	11	3	2	1	-	1	-	-	1
AZ	GE	EN	IR	ME	AI	878	587	530	520	255	46	2	36	17	150	2	6	4	3	1	12
CA	ME	GE	EN	IR	AF	5,322	4,935	3,646	3,425	1,784	595	77	2,001	150	2,474	79	543	164	66	45	265
CO	GE	EN	IR	ME	IT	1,064	582	538	199	156	42	3	37	9	34	2	3	4	3	1	4
HA	JA	FI	HA	GE	CH	262	176	157	103	29	8	-	134	4	1	1	1	1	1	8	4
ID	EN	GE	IR	SW	FR	291	279	142	53	46	6	-	4	3	12	-	-	1	-	-	1
MT	GE	IR	EN	NO	AI	285	139	137	87	56	6	-	2	4	1	-	-	-	-	-	-
NV	GE	EN	IR	IT	ME	280	207	200	87	72	19	-	26	7	33	5	6	3	2	1	3
NM	GE	ME	SP	EN	IR	234	216	191	189	164	11	-	10	2	50	1	2	1	1	-	2
OR	GE	EN	IR	FR	AI	879	575	467	161	141	33	4	42	17	29	1	3	2	2	2	5
UT	EN	GE	DA	IR	SW	750	299	163	137	104	17	1	16	5	9	-	1	3	1	3	1
WA	GE	EN	IR	NO	FR	1,390	897	768	334	265	73	4	126	44	47	3	4	5	4	4	10

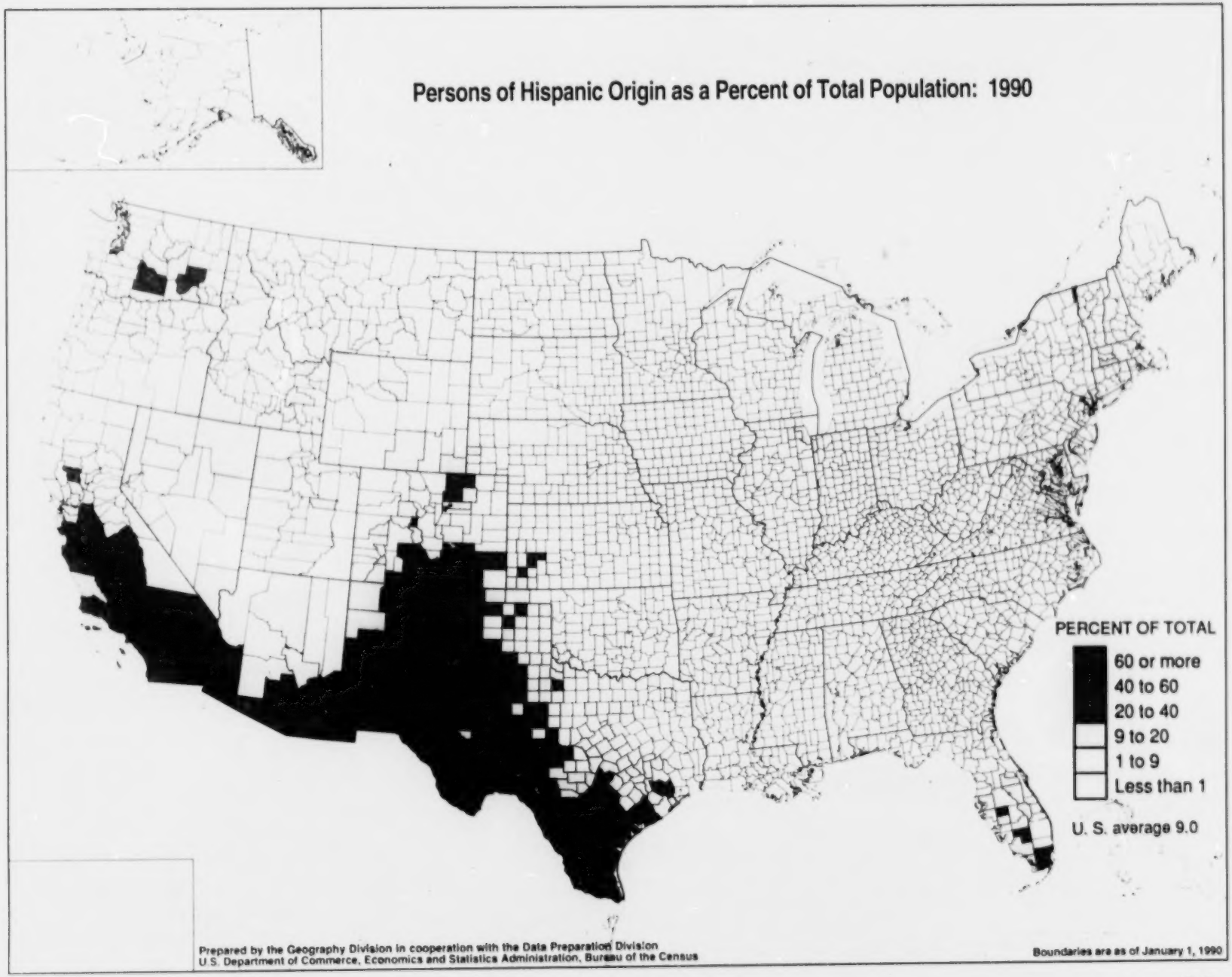
- Represents less than 1,000. [1]The ancestry codes in columns one to five are as follows: AC=Acadian/Cajun; AF=Afro-American; AI=American Indian; AM=American; CH=Chinese; CZ=Czech; DA=Danish; DU=Dutch; EN=English; ES=Eskimo; FI=Filipino; FC=French Canadian; FR=French; GE=German; HA=Hawaiian; IR=Irish; IT=Italian; JA=Japanese; ME=Mexican; NO=Norwegian; PG=Portuguese; PO=Polish; RU=Russian; SP=Spanish; and SW=Swedish. [2]Total population corresponds to ancestry type. Totals for each ancestry group for the United States and the regions were calculated separately and do not reflect a sum of the States. [3]Not specified and other includes the count of all respondents not reported, not elsewhere classified (Bermuda), and not classified. Not classified includes individuals who did not know, reported a religious group, etc.

Note: The information on the ancestry and foreign-born population came from the 1990 Census of Population and Housing. Both questions were asked of a sample of respondents.


Black Persons as a Percent of Total Population: 1990
PERCENT OF TOTAL
50 or more
25 to 50
12 to 25
6 to 12
1 to 6
Less than 1
U.S. average 12
Prepared by the Geography Division in cooperation with the Data Preparation Division
U.S. Department of Commerce, Economics and Statistics Administration, Bureau of the Census
Boundaries are as of January 1, 1990


American Indian, Eskimo, or Aleut Population as a Percent of Total Population: 1990
PERCENT OF TOTAL
60 or more
30 to 60
15 to 30
5 to 15
1 to 5
Less than 1
U. S. average 1 percent
Prepared by the Geography Division in cooperation with the Data Preparation Division
U.S. Department of Commerce, Economics and Statistics Administration, Bureau of the Census
Boundaries are as of January 1, 1990


Asian or Pacific Islander Persons as a Percent of Total Population: 1990
PERCENT OF TOTAL
50 or more
10 to 50
3 to 10
1 to 3
Less than 1
U. S. average 1
Prepared by the Geography Division in cooperation with the Data Preparation Division
U.S. Department of Commerce, Economics and Statistics Administration, Bureau of the Census
Boundaries are as of January 1, 1990


Persons of Hispanic Origin as a Percent of Total Population: 1990
PERCENT OF TOTAL
60 or more
40 to 60
20 to 40
9 to 20
1 to 9
Less than 1
U. S. average 9.0
Prepared by the Geography Division in cooperation with the Data Preparation Division
U.S. Department of Commerce, Economics and Statistics Administration, Bureau of the Census
Boundaries are as of January 1, 1990

Guide to Additional Census Bureau Resources

This guide gives a listing of other Census Bureau products that might be of interest to you and your students. Order sources include CSB (Customer Services Branch, Bureau of the Census) and GPO (Superintendent of Documents, Government Printing Office). Addresses and telephone numbers are listed on the *reproducible* order forms found on the last pages of this supplement. This guide gives only a taste of the wealth of products produced by the Census Bureau. Please note the inside covers for whom to call if you "Want to Know More?"

1990 Census Products

Given the wealth of data and all the product media available from the decennial census, this section lists only a few of the many products available.

Race and Hispanic Origin Population Density of the United States: 1990. *One-time publication. Approximate size 3' x 4'. Series GE90-6, S/N 003-024-08762-6, $2.25; GPO. Call GPO for pricing information.* This color wall size poster includes the four maps on pages 18-21 of this teaching supplement.

We the American Series. *FREE; CSB.* The "We Series" consists of 12 reports that highlight specific aspects of our population. Each narrative report is accented with graphs and charts to illustrate key concepts in the reports. The reports cover a variety of topics: Blacks/African American, Hispanics, Asians, Pacific Islanders, First Americans, American Foreign Born, Women, Elderly, Children, Education, Homes, and all Americans.

Census Questionnaire Content (CQC) Bulletins. *FREE; CSB.* Other CQC's like those in this teaching supplement packet are available on a variety of topics. Each of the 30 bulletins focuses on a question or group of questions appearing on the 1990 census questionnaires. Some of the other topics include age, gender, educational attainment, and year moved in and structure built.

Detailed Ancestry Groups for States. *Series 1990 CP-S-1-2, S/N 003-024-08614-0, $7; GPO.* This report presents population estimates for the 197 largest ancestry groups. All ancestry groups with 2,000 or more persons were included in the report.

Population and Housing Characteristics for Census Tracts and Block Numbering Areas. *Series 1990 CPH-3. One report per metropolitan area. Separate report for the balance of the State; GPO. Call CSB for the specific stock number and ordering information for your State.* This series is the best source of 1990 census information about your local area. It contains population and housing information.

1990 Census—Basic Data (Nation to Counties) on CD-ROM. *S/N STF1C, $150; CSB.* This compact disc product provides a look at data summarized from the 1990 census. Includes statistics on total population, age, sex, race, Hispanic origin, number and type of housing units, value and rent, owner-renter status, and basic characteristics of households. The single CD-ROM supplies summaries for the following geographic areas: the Nation, regions (e.g., the Midwest), divisions (e.g., New England), States, counties, other local governments of 10,000 or more residents, metropolitan areas, urbanized areas, and American Indian and Alaska Native areas.

1990 Census—Detailed Data (Nation to Counties) on CD-ROM. *S/N STF3C, $150; CSB.* While this product provides the same geographic content as the basic data set noted above, the data content is much richer. Provides data on place of birth, education, ancestry, migration, language spoken at home, commuting, occupation, labor force, income, age of housing, heating fuels, availability of vehicles, and shelter costs.

1990 Census—Detailed Data (ZIP Codes) on CD-ROM. *S/N STF3B; $150 per disc, $300 for set of three; CSB.* This file presents the same data coverage as the previous product, but the data summaries are for five-digit ZIP Codes within each State and county. The discs are arranged according to the first digit of each ZIP Code.

Statistical Compendia

The Statistical Compendia contain data from the full range of programs of the entire Census Bureau, as well as a sample of statistics from other data organizations in the United States.

Statistical Abstract of the United States: 1994. *Annual since 1878. Paper, S/N 003-024-08756-1, $32; clothbound S/N 003-024-08757-0, $38; GPO. For expedited delivery service contact National Technical Information Service (NTIS). Call 800-336-4700 or in Virginia call 703-487-4650.* This is the most comprehensive single-volume document produced by the Census Bureau. This edition features over 1,400 tables and charts, State rankings for 60 selected data items, and a guide to sources that lists over 1,000 publications for further reference. Over 100 topics are cross-tabulated by race and Hispanic origin. Other tables contain ancestry and foreign-born statistics.

1993 Statistical Abstract (CD-ROM). *Annual. $50; CSB.* This compact disc provides all the data items found in the printed report with subject query and table retrieval software; plus 1,400 tables also are available in Lotus spreadsheet format.

County and City Data Book: 1994. *Every 5 years. S/N 003-024-08753-7, $40; GPO. For expedited delivery service contact National Technical Information Service (NTIS). Call 800-336-4700 or in Virginia call 703-487-4650. NTIS S/N PB94-140993AFY.* The *County and City Data Book* provides a complete demographic, economic, and social profile for the Nation, States, counties, and nearly 1,100 cities and 11,100 places. The volume includes scores of data items. Rankings are provided for cities and counties on selected characteristics.

County and City Data Book: 1994 (CD-ROM). *Every 5 years. $150; CSB.* The *County and City Data Book* is available also on CD-ROM. Access and retrieval software takes you through menu screens as you pick the data and geography of your choice.

Historical Statistics of the United States From Colonial Times to 1970. *S/N 003-024-00120-0, $68; GPO.* The two-volume set contains more than 12,500 statistical time series on subjects such as population, immigration, agriculture, labor force, manufactures, and energy. One chapter is devoted to data covering the colonial and pre-Federal period, 1610 to 1780.

USA Counties: 1994 (CD-ROM). *Annual. $150; CSB.* This is the only time-series data set of its kind at the Census Bureau. It provides over two decades of data about every county in the Nation. Topics covered include population, vital statistics, agriculture, manufacturing, crime, education, elections, climate, and others. Like other CD-ROM's from the Census Bureau, this one provides access and retrieval software.

International Demographic Reports

World Population Profile: 1994. *Annual. Series WP94, S/N 003-024-08743, $10; GPO.* This report gives general demographic statistics for all countries and territories of the world with a population of at least 5,000. It shows population estimates and projections, annual population growth rate, birth and death rates, life expectancy, and infant mortality.

On-Line Services Through Internet

INTERNET Access—You can access the Census Bureau Internet prototype by any of the following: GOPHER (gopher gopher.census.gov), File Transfer Protocol (ftp ftp.census.gov), Mosaic—Web Service (http://www.census.gov), Mailing List Service (majordomo- @census.gov), and through TELNET (Telnet cenbbs.census.gov). (For security reasons TELNET is the only application where direct TELNETS are allowed.)

Census Bureau K-12 Materials

In addition to this teaching supplement, the Census Bureau has instructional materials designed specifically for K-12 instruction. For a FREE package, call the Education Program on 301-763-1510.

Local Sources

Many public libraries, chambers of commerce, and similar organizations use Census Bureau data and/or maintain varying levels of Census Bureau data collections. Some of these, especially planning offices, also produce their own demographic and economic data. These organizations are excellent local data sources.

Census Bureau Customer Services—CSB

To order by mail: Complete this form for all products marked CSB. Choose a method of payment.
(NOTE: All orders must be prepaid.)
To order by telephone or fax: Call 301-763-4100 or fax to 301-763-5198. Use your VISA, MasterCard, or Census Deposit account for payment.

Qty.	Title of Publications and/or Electronic Products	Price Each	Total Price
	Total		

Type or Print:

(Company or personal name)

(Additional address/attention line)

(Street address)

(Daytime phone including area code)

Please Choose Method of Payment:

☐ Check payable to **Commerce-Census**
☐ Census Deposit Account ☐☐☐☐☐☐☐-☐
☐ VISA or MasterCard Account
☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐

☐☐☐☐ (Credit card expiration date)

Thank you for your order!

(Authorizing Signature)

Mail To: Customer Services Branch, Data User Services Division, Bureau of the Census, Washington, DC 20233.

94-37

Superintendent of Documents Publications Order Form—GPO

To order by mail: Complete this form for all products marked GPO. Choose a method of payment.
(NOTE: All orders must be prepaid.)
To order by telephone or fax: Call 202-783-3238 or fax to 202-215-2250. Use your VISA, MasterCard, or Government Printing Office Deposit account for payment.

Qty.	Stock Number	Publication Titles	Price Each	Total Price
		Total		

Type or Print:

(Company or personal name)

(Additional address/attention line)

(Street address)

(Daytime phone including area code)

Please Choose Method of Payment:

☐ Check payable to **Superintendent of Documents**
☐ GPO Deposit Account ☐☐☐☐☐☐☐-☐
☐ VISA or MasterCard Account
☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐

☐☐☐☐ (Credit card expiration date)

Thank you for your order!

(Authorizing Signature)

Mail To: New Orders, **Superintendent of Documents**, P.O. Box 371954, Pittsburgh, PA 15250-7954

Want to Know More?

Call:

Census Bureau Education Program	301-457-1210
Population Statistics	301-457-2422
Census Questionnaire Content Bulletins	301-457-4008
Statistical Compendia Products	301-457-1171
General Information	301-457-4100

Write:

Census Bureau Education Program
Data User Services Division
Bureau of the Census
Washington, DC 20233

Special thanks to Linda Yangas of the Census Bureau's Field Division
for her contributions to *Our Diverse Nation*

U.S. Department of Commerce
Economics and Statistics Administration
BUREAU OF THE CENSUS

Washington, DC 20233

OFFICIAL BUSINESS
Penalty for Private Use $300

BULK RATE
POSTAGE & FEES PAID
Bureau of the Census
Permit No. G-58

New Teaching Materials From the Census Bureau